**PRIMARY FOUR ENGLISH SCHEMES OF WORK TERM 1 – III**

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| **WK** | **PD** | **LESSON** | **THEME** | **SUB THEME** | **LEARNING AREA** | **CONTENT** | **COMPETENCES** | **METHODS** | **ACTIVITIES** | **LIFE SKILLS** | **INS MATERIALS** | **REF** |
| FRIDAY TO MONDAY |  | 1 | DESCRIBING PEOPLE AND OBJECTS | Describing people |  | **PUNCTUATION**   * Capital letters. * Full stops * Inverted commas * Questions * Exclamation marks * apostrophe | 1. Write capital letters. 2. Identify different uses of punctuation marks. 3. Write some descriptive sentences and punctuate them. | * Explain * Question and answer | * Writing punctuation. * Use punctuation marks in given sentences | Critical thinking  Effective communication | Story books  chatrs | Detailed grammar pgs 1-11 & revision English by forest pgs 138 to 148 |
| FRIDAY TO MONDAY |  |  | DESCRIBING PEOPLE AND OBJECTS | Describing people |  | **NOUNS**  Types of nouns   * Proper nouns * Common nouns * Collective nouns * Abstract nouns   Number  (singular and plurals )   * Formation of plurals of nouns adding “s” “es” “ies” and “ves” * Nouns that don’t change * Irregular forms of plurals * Plurals of compound nouns. | 1. Identify types of nouns 2. Compare the appearance of two objects in terms of weight and looks. 3. Ask questions about what some objects look like. 4. Ask questions about singulars and plurals objects. | Discussion  Questions and answer  Explanation. | Naming objects  Describing objects  Counting objects  Giving singulars and plurals. | Articulation  Reasoning  Responding to questions.  Self esteem  Critical thinking | Real objects  Flash cards | Brighter  Grammar by mack y wki pgs 1 -22 The new first Aid in Eng pg 69 |
| FRIDAY TO MONDAY |  |  | DESCRIBING PEOPLE AND OBJECTS | Describing people | English | **Gender nouns**   * Feminine common * Masculine neuter   **Adjectives**   * Use of adjectives in sentences. * Comparison of adjectives using the positives and superlative degrees. * Using …as…as not as ….as…. * Using …than * Using …of the two. | 1. Identify gender nouns 2. Compares two or objects interms of size, shape colour or texture 3. Identify objects which are similar or different 4. Give similarities and differences between objects. | Explanation  Discussion  Questions and answer | Describing objects  Comparing objects. | Articulation  Reasoning  Responding to questions  Effective communication | Real objects  Flash cards | Detailed grammar Bk 1 pgs 123 - 129 |
| FRIDAY TO MONDAY |  |  | DESCRIBING PEOPLE AND OBJECTS | Describing people | English | **Vocabulary**  Black, brown ,kind, long, short, smooth polite beautiful rectangular soft, flat  **Structures**  Both …and  How does…..  He………  Some  Are…and…is  The….of the.  **Dialogue**  (comprehension) | Ask questions about the appearance of people and objects.  Identify the differences in appearance and objects  Use the right vocabulary that shows description of people and objects.  Read the dialogue (comprehension) | Explanation  Discussion  Questions and answer | Describing objects  Using the vocabulary  Comparing objects  Using structures orally  Reading the dialogue | Fluency  Audibility  Articulation appreciation  Effective communication | Real objects  Flash cards | Mk primary English pupils bk pgs – 3  Mk primary Eng pupils bk 4 pgs 11-13 |
| FRIDAY TO MONDAY |  |  | DESCRIBING PEOPLE AND OBJECTS | Describing people | English | Guided composition “A trip to Entebbe”  Revision exercise | Read the composition  Write the composition  Answer questions about composition | Questions and answer  Explanation  Discussion. | Complete the composition | Fluency  Audibility  articulation |  | Mk prime Eng bk pgs 14 -15 |
| MONDAY |  | Unit 3 and 4 giving direction |  |  | English | **Vocabulary**  Far, near, next to, a cross, in front, behind, round about sign about sign post after before junction corner close to opposite to | Talk about appropriate direction of places  Identify and describe main features of familiar places.  Direct people to specific places.  Locate different places following directions. |  | Giving directions (school, home, church)  Using vocabulary and structures in sentences correctly. | Accuracy  Verbal expressions  Non – verbal expressions  Logical expressions | Chart showing a map of a village | Mk pri eng pupils Bk pgs 1 – 3 |
|  |  | GIVING DIRECTION |  |  | English | ALPHABETICAL ORDER | Read the given words  Arrange words in order of the alphabetical using second letters. | Explanation  Question and answer | Arranging words in alphabetical order | Accuracy  Critical thinking | Black board  Instruction  Chart | Eng Aid 44 by patel |
|  |  |  |  |  | English | **PRONOUNS**  Kind of pronouns  **Subjective**  Pronouns  e.g. he, she,  objectives pronouns  E.g. my, our, her.  Reflexive pronouns  e.g. my self, herself  ( singular and plural and plural of the above e.g. theirs)  Demonstrative  Thus – These  That – Those  Relative pronouns  Who, which, what, whose, where, when e.t.c | Identify kinds of pronouns  Write the plurals forms of the given pronouns.  Construct sentences using relative pronouns. |  | Writing plural forms of the pronouns in sentences. | Self esteem  Critical thinking |  | Detailed  Grammar  Before 4 pg 104 |
|  |  |  |  |  | English | STRUCTURE  Describing places in relation to size, distance and outstanding features using the present simple tense  The ….is….  The ….is ……  …..on…….  First walk (go) and then ……  **COMPREHENSION**  Passage  Kaloli gets lost  -Guided composition.  -Jumbled words to form sentences  -Revision exercise. | Read the given story  -Complete the guided composition  -Arrange the jumbled story to a good one. | Questions and answer  Explanation  Discussion. | Using the structures  Reading and answering questions  Completing the guided composition  Re arranging the jumbled story. | Accuracy  Verbal expression  Non verbal expression  Logical expression.  Accuracy verbal expression  Non verbal expressions  Logical expressions. | Compass  Directions  Map of a certain village | Mk pri Eng Bk 4-17 – 25  Mk pri Eng  Bk pgs 26-27 |
|  |  |  | WHAT I LIKE AND HOW I FEEL | What I like | English | **Vocabulary**  Food, drinks, fruits, dancing, singing, reading, cooking, sewing, playing football, riding desires, enjoy prefer. | Spelling the given words.  Pronounce the words correctly.  Use the given vocabulary to construct the sentences. | Explanation  Questions and answer  Individual and group practice  Instruction. | Spelling  Sentence construction | Fluency  Articulation  Confidence | Chalk board  illustration | Mk pri  Eng  Bk 4 pgs 16-17 |
|  |  |  | WHAT I LIKE | What I like |  | **VERBS**  -Present simple tense  -Singular and plural objects e.g.  -He goes – They go  -Negative and interrogative statement  -Some people eat meat.  -Don’t some people eat meat?  -Active and passive voices  -John eats food every day.  -Food is eaten by John everyday. | Express takes using the tense  Compare different people’s likes.  Read simple short expressions.  Write simple expression  Change sentences in to the active and passive. | Explanation  Question and answer  Individual and group.  Practice  Instruction. | Changing the given sentences in to the passive active and negative  Integrative of the present simple tense. | Assertiveness  Being open  Expressing likes and dislikes. | Course book. | Mk pri Eng Bk 4 pg 17 – 25. |
|  |  |  |  |  |  | **Questions tags**  Expecting the answer Yes and No  He comes to school early doesn’t he?  He doesn’t come to school early does he? | Complete statements with questions tags. | Explanation    Discussion | Completing sentences using questions tags | Fluency  Accuracy | Chalk board  Illustrations. | Mk pri Eng Bk 4 Pgs 17- 25. |
|  |  |  |  |  |  | **JUNIOR**  Short forms  Contractions  Abbreviations. | Form short forms for the given words. | Explanation  Discussion | Writing words in short and full. | Fluency  Accuracy | Chalk board  illustrations | The new first Aid in Eng. |
|  |  |  | WHAT I LIKE AND HOW I FEEL. | What I like | English | **VERBS**  -Present continuous tense.  -Making singular and plural subjects.  -Making negative and interrogative statements. | -Form sentences using  -Present continuous tense  -Using “not”  -Form questions using helping verbs. | Explanation  Discussion | Using present continuous tense | Fluency  Accuracy | Chalk board  illustrations | Detailed grammar Bk 1 & Junior English composition and grammar. |
|  |  |  | WHAT I LIKE AND HOW I FEEL. | What I like | English | Making active and passive voice.  Making questions tags.  Structures.  -I like …………..  -I don’t like ……  -He / she / they like (s)  …..prefer..to…..  -Do you prefer ……to ……?  -Yes, I prefer fish to meat.  -No, I prefer beans to meat.  ….enjoys……  ….enjoys….  -He / she enjoys  -I / they enjoy. | Express likes using simple present tense  Write and read simple expressions about likes. | Explanation  Discussion.  Question and answer | Role playing situation expressing likes  Read simple short texts. | Articulation of words  Confidence  Effective communication | Real objects | Mk primary English pupils Bk 4 pgs 32 – 35. |
|  |  |  | WHAT I LIKE AND HOW I FEEL. | What I like | English | **POEM**  (comprehension) | Recite the poem  Role play | Recite the poem and answer questions | Articulation of words  Confidence fluency | Do - | Do - |  |
|  |  |  |  | How I feel | English | -Guided composition  -Revision exercise | -Complete the composition using the given words | Explanation  Instruction  Questions and answer. | Reading  Answering  Questions  Writing | Critical thinking | Course book | Mk primary English course pupils Bk pgs 41-42. |
|  |  |  | HOW I FEEL | How I feel | English | **Vocabulary**  Sad, happy, angry thirsty, tired, cold, lot, worried, scared lazy, sick ill, unhappy. | Complete sentences using the correct preposition.  Join sentences using the adjectival qualifiers. | Explanation  Discussion and answer  Explanation  Questions and answer. | Completing sentences using correct preposition joining sentences using the given adjectival qualifiers. | Articulation  Fluency  Effective communication | Chalk board  Illustration. | Mk primary Eng pupils Bk 4 pgs 30-31 Junior English composition and grammar Junior Eng revised |
|  |  |  |  | How I feel | English | **PARTS OF SPEECH**  Prepositions  Uses of to, on, in , out, against etc.  Adjectival qualifiers / adverbials of degree.  Use of too…to…  Use of …so…that…. |  | Explanation  Discussion  Questions and answer. | Joining sentences using the given adjectival qualifiers. | Effective communication | Chalk board  Illustration. | Mk primary End pupils bk 4  Junior English revised. |
|  |  |  | WHAT I LIKE AND HOW I FEEL | How I feel | English | **STRUCTURES.**  …feels….  I / they feel happy.  He / she feels. Happy  When I am  ( they )are.. (at home) …..because..  I am / she he they are..because… | Read the passage  Answer the questions about the story passage. | Explanation.  Discussion  Questions and answer | Completing sentences  Constructing sentences using the structures | Accuracy  Fluency | -do |  |
|  |  |  |  |  | English | **COMPREHENSION**  A passage good friends.  John gets lost | Read the passage  Answer the questions about the story passage. | Explanation  Discussion  Question and answer | Reading  Pronouncing  Answering  Questions. | Confidence  self esteem  Logical reasoning. |  | Mk primary Eng pupils bk 4pgs 49-51. |
|  |  |  |  |  |  | **Composition**  What I like | Read the composition  Pronounce the words correctly.    Answer the questions. | * Do | * Do | * Do | * Do |  |

**PRIMARY FOUR ENGLISH SCHEMES OF WORK TERM 2**

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| **WK** | **PD** | **LESSON** | **THEME** | **SUB THEME** | **LEARNING AREA** | **CONTENT** | **COMPETENCES** | **METHODS** | **ACTIVITIES** | **LIFE SKILLS** | **INS MATERIALS** | **REF** |
|  |  |  | GOOD BEHAIOR |  | English | **Vocabulary**  Excuse, thank, sorry, forgive, lend, and borrow please. | Read the words correctly  -Pronounce the vocabulary correctly.  -Use the vocabulary to construct sentences. | Explanation  Discussion  -Question and answer. | Reading  Pronouncing  -Sentence construction. | Articulation of words  Fluency  Confidence. | Real objects  Flash cards. | Mk pri Eng Bk pg 4 – 55. |
|  |  |  |  |  |  | **Verbs**  Past simple tense  -Formation of verbs e.g. by adding “d” “ed”  -Irregular verbs e.g. run – ran.  -Verbs that don’t change e.g. put put, cut-cut  -Negative and interrogative  -Active and passive voice  -Question tags. | -Form sentences using simple past tense  -Form sentences in past tense, interrogative  -Complete statements with correct question tags. | Explanation  Discussion  Question and answer. | Reading  Pronouncing.  Sentence construction | Articulation of words fluency  Confidence. | Chart showing verbs in simple past tense. | Junior Eng composition and grammar |
|  |  |  | Behaviour | Good behaviour | English | Structures.  -May I ..(have, take, use)  -Yes, you may…  -No I am sorry… you may not.. ……take / have / use.  -Please lend me / her/ him/them/Peter  -Here it is / they are…..  -Will you please (lend, give, help go)?  -No ,we are sorry  -May I borrow  -Please?  -Please lend me your…………… | -Greet people around him, her using appropriate language  -Use courteous words.  -Ask and answer questions about good about good behavior.  -Write words sentences using polite language. | Explanation  guidance  Demonstration  Observation. | -Construct correct oral sentences.  Act dialogues  Ask and answer questions.  Identify courteous words. | Non violent conflict reduction  Friend ship formation  Negotiation.  Articulation. | Real object. | Mk primary English Bk 4 pgs 56 – 64. |
|  |  |  | behaviour | Good behaviour | English | **Comprehension**  A dialogue  -Busingye and Amiina  -A passage  -Baluku’s sugarcane.  -Guided composition  -The obedient boy.  -Revision exercise. | Act the dialogue  Answer oral and written questions about dialogue  Answer questions about the composition. | Demonstration  Observation  Questions and answer | Answer questions about the dialogue.  Complete the guided composition | Self-esteem self-awareness  Effective communication. | Puppets. | Mk primary Eng Bk 4 pgs 66-68  Mk pgs 68-70 |
|  |  |  |  |  |  | **Parts of speech**  Adverbs.  Formation of adverbs by adding –ly e.g. quick – Quickly  Irregular adverbs e.g. adverbs of time  Now , tomorrow  Adverbs of places, here there  Adverbs of manner.  Quickly, slowly. | Define adverbs  Form adverbs in different ways  Identify different types of adverbs  Using adverbs in sentences. | Demonstration  Explanation  Discussion. | Forming |  | Chalk board illustration. | Basic working grammar pgs 120-130  First Aid in engilsh 13-15. |
|  |  |  |  |  |  | **Junior English**  Homes  Young ones  Sounds  Movement. | Identify young ones homes sounds and movement of creatures. | observation |  |  | Real objects |  |
|  |  |  | Bad behaviour | Bad behaviour | English | **Vocabulary**  Rude ,fight, steal, disobey, unkind, careless hit, danger, damage, burn, abuse, cheat, quarrel, lie, dodge. | Read and pronounce bulary correctly.  Use the given vocabulary in sentences correctly. | Discussion  Demonstration. | Sentences  Construction. | Articulation words  Confidence  Fluency. | Chalk board illustration. |  |
|  |  |  | Do |  | -do- | **Structures.**  It is bad to …… tell  Lies , come late  He /she / they must not….. tell lies, come late to school.  You / she / he should not (steal, lie)  Because (it is ) | Identify words describing bad behaviour  Talk about pictures and real life situations  Ask ad answer questions. | Explanation  Discussion  Questions and answer. | Spelling words  Reporting bad behavior  Acting situations of reporting  Reading words sentences and text. | Articulation  Confidence  Fluency  Responding to questions. | Flash cards. |  |
|  |  |  | SHOPPING | Buying and selling | English | **Vocabulary**  Some, a few, cheap, expensive kilogramme, a bar a litre metre, packet cost, price, item.  **Verbs**  Present perfect tense  Formation of has/ had  Have the past participle  Use of just / already / yet / now  Negative and interrogative  Active and passive voice  Question tags.  Use of since and for | Use a wide range of grammatical structures and vocabulary  Communicate effectively in shopping situation  Use tense to construct correct sentences. | Explanation  Discussion  Questions and answer | Sentence  Construction  Formation of question tags. | Effective communication  Self esteem  Self-awareness  Negotiation.  Decision making | Real objects. | Detailed English grammar Bk pg 19. |
|  |  |  | SHOPPING | Buying and selling | English | Structures  I have eaten some mangoes  I have not eaten any mangoes.  How much oil do you need?  How much has been the price of sugar?  How much has it cost you? | Use the structures to construct sentences  Ask questions correctly. | Explanation  guidance | Construction of oral sentences  Act situations. |  | Real objects | Mk primary English Bk pgs 68-70 |
|  |  |  |  |  |  | Comprehension  A passage ( at the market)  Shopping list. | Read the passage  Answer questions about the given shopping list. |  | Read the passage  Answer questions about the shopping list. | Accuracy  Negotiation. |  | Mk primary English Bk pgs 71-72. |
|  |  |  | TIME |  | English | **Vocabulary**  Continue bite , off, while, hold eat ,  **Past continuous tense**  Negatives and interrogatives.  Active and passive voice  Questions tags  Use of while and when. | Read the vocabulary  Pronounce the words  Construct simple sentences using the given vocabulary  Change sentences to active and passive and form question tags in the past continuous  Use while and when. | Explanation  Discussion  Question and answer | Sentences  Construction  Changing sentences  Forming question tags. | Reasoning  Accuracy  Responding to questions. |  | Junior English revision  Detailed Eng grammer Bk pg |
|  |  |  | TIME |  | English | Structures  Conjunctions use of both and “both” and because either, neither, but, although, as | Join the sentences using the given conjunction |  |  |  |  | First Aid in EWng pgs 89-93. |
|  |  |  |  |  |  | **Similes**  Analogies. | Complete the simile correctly  Relate the analogies correctly. | Explanation  Discussion  Question and answer | Answering  Questions about the similes. | Assertiveness |  | Junior Eng composition and grammer. |
|  |  |  | -Do- | -do- | -do- | **Comprehensions**  Time table  John kept time. | Read the dialogue  Answer questions about the time table. | Explanation  Discussion  Question and answer. | Answering questions about the time table | Assertiveness | -do- | -do- |
|  |  |  | TIME |  |  | Guided composition  Jumbled sentences to a good story. | Arrange the jumbled sentences to a good story. | Explanation  Discussion  Questions and answer |  |  | Teacher’s collection |  |
|  |  |  | THE FUTURE | Expression of the future |  | **Vocabulary**  Tomorrow, next, Monday, next, week, next month, next year, shall not, arrive diary, calendar, note.  Future simple tense  The use of shall and will  Active and passive voice  Questions tags. | Talk about future events  Explanation what will happen  Respond to questions appropriately  Narrate events related to future happenings. | Explanation  Discussion  Question and answer. | Acting dialogue conversation related to future events. | Effective communication  Critical thinking |  | Junior eng composition and grammar by J-A Bright. |
|  |  |  | EXPRESSION OF THE FUTURE |  |  | **Comprehension.**  Keeping a diary a calendar  Guided composition. | Talk about activities in a dairy  Read about events in a diary.  Record events in a dairy.  Keep a personal dairy. | Explanation  Discussion  Questions and answer. | Reading and interpreting information in a diary. | Self esteem |  | English learner Bk 4 |
|  |  |  |  |  |  | Conditionals if (I)  Example: If I go town, I will buy a new dress. | Identify what makes the conditional  Construct oral sentences. | Explanation  Demonstration  observation | Construct sentences  Punctuate the sentences. | Creative thinking | Chalk board illustrations. |  |
|  |  |  | GAMES AND SPORTS |  |  | **Vocabulary**  Run, jump  , play football, skip, race, through, high, long, pick, player, lose, win, game, clap, happy, coach, umpire, reference | Identify games and sports played.  Use appropriate vocabulary  Give and follow simple instructions.  Read simple articles in sports &games. | Guided discovery  Demonstration  Guidance  Brain storming. | Read the vocabulary  Use it to construct sentences | Self esteem  Assertiveness  Nonviolent conflict resolution empathy. | Real objects. |  |
|  |  |  | DEMOCRACY |  |  | Direct and indirect speech  Review the use of inverted commas in sentences.  Simple direct speech e.g. she said “I am sick”  She said that she was sick. | Identify what direct & indirect speech is constructing simple sentences. | Explanation  Guidance  Demonstration. | Construction of sentences  Punctuate sentences correctly. | Assertiveness  Self-awareness. |  |  |
|  |  |  | GAMES AND SPORTS |  |  | **Junior**  Occupation  Description of people and occupations e.g. referee, umpire, coach, etc. | Identify games and sports played.  Use appropriate  Vocabulary and structures when describing games and sports. | Demonstration  Discussion  Explanation. | Being open  Listening to and valuing what others say. | Role playing different games and sports. | Chart showing a football pitch. |  |
|  |  |  | -do- |  |  | **Comprehension**  A notice  A football match passage our sports day | Following simple instructions in a given game and sport.  Read and interpret points on score board. | Demonstration  Discussion  explanation | Reading the passage | Effective communication |  | Mk primary English pgs 136 -138 |
|  |  |  |  | GAMES AND SPORTS | English | **Composition**  Letter writing    Personal letters. | - write a simple description on a given game or sport. | Demonstration  Discussion  Explanation | Describe a simple game and sport. | Peer resistance |  |  |
|  |  |  |  | MUSIC DANCE AND DRAMA |  | **Vocabulary**  Sing, recite drama, choir, concert instruments, actor, rhyme costume conductor.  Structures  ….when……  ….which ….will…..  Daudi sing? | Describe a given music festival.  Act in a given play  Construct sentences about music dance drama | Role play  Demonstration  Explanation. | Reciting  Acting | Appreciation of one self | Picture showing drama | Mk primary English Bk 4 pgs 141 – 146. |
|  |  |  |  | MUSIC DANCE AND DRAMA |  | **Junior**  Ordinary and cardinal ) numbers  Usage of ordinary and cardinal numbers in sentences | Read and write both cardinal and ordinal numbers |  | Counting order |  | Real objects | Mk primary course Bk 3 pgs 24 - 25 |
|  |  |  |  |  |  | **Comprehension**  Conversation  Mwesigwa is sad  Poem  My beautiful mother | Identify games and sports played.  Act the dialogue  Answer questions about the poem | Explanation  Discussion  Demonstration  Role play  Observation  Discovery | Act the dialogue  Answer oral and written questions about the poem. | Self esteem  Assertiveness  Value empathy | Puppets. |  |
|  |  |  |  |  |  | **Composition**  Picture composition. | Study the composition  Answer oral & written questions about the composition. | Study the wise sayings  Derive meanings from the wise saying. | Explanation  discussion | Critical thinking | Chart showing a picture comp. |  |
|  |  | Elections |  |  |  | **Vocabulary**  Prefect, vote, ballot paper, candidate head girl head boy campaign  Structures  …..who ….  …… are electing ……as…  …the…..  …..will ……on….  …..whom….?  Is ….standing for the post of ……? | Use appropriate language in convincing others.  Read and interpret simple posters related to elections  Read simple date related to elections  Write campaign messages. | Role play  Demonstration. | Asking and answering questions  Conducting  Conversations  Being open  Standing for one’s right. | Effective communication | Posters showing  Candidates contesting. |  |
|  |  |  |  |  |  | Junior  Synonyms  Replacement of the given words with a word similar in meaning |  |  |  |  |  |  |
|  |  |  |  | Elections |  | **Comprehension**  A table showing results of candidates. | Read simple data related to elections  Illustrate election activities | Explanation  Discussion | Read short stories about elections | Construct sentences using the structures | Self esteem | Poster s  News papers |
|  |  |  |  | Elections |  | **Composition**  Writing campaign  Messages for your candidate. | Write campaign messages. | Discussion  Explanation | Illustrating election activities.  Drawing posters. | Volunteering | Posters  Ballot papers. | English course book 4 pgs 152 - 154 |